

Southern University at New Orleans

Role, Scope and Mission

Program Authorization: Southern University at New Orleans (SUNO) is an institution of higher education system. SUNO was established by ACT 28 of the 1956 Legislature as a branch unit or extension of the Southern University and Agriculture & Mechanical College, Baton Rouge. Act 313 of the Legislature designated SUNO as one of the institutions in the Southern System.

Role, Scope, and Mission Statement: Southern University at New Orleans (SUNO) primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. SUNO creates and maintains an environment conducive to learning and growth, promotes the upward mobility of students by preparing them to enter into new, as well as traditional, careers and equips them to function optimally in the mainstream of American society.

The University provides a sound education tailored to special needs of students coming to an open admissions institution and prepares them for full participation in a complex and changing society. SUNO offers a liberal education directed toward the achievement of higher literacy and a broad intellectual development, which in turn serves as a foundation for training in one of the professions. SUNO provides instruction for the working adult populace of the area who seek to continue their education in the evening or on weekends.

SUNO is categorized as a SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and a COC/SACS Level III institution. SUNO will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional/state needs. In accordance with the desegregation Settlement Agreement, SUNO will retain its Open Admissions status through Fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2010 will be developed by the Southern University Board of Supervisors. Upon implementation of Selective III admissions, SUNO will limit associate degree offerings to 2+2 programs, and conduct research appropriate to academic programs offered and necessary for program accreditation. SUNO is located in Region 1.

The goals of the Southern University at New Orleans are:

1. To increase opportunities for student access and success.
2. To ensure quality and accountability.
3. To enhance services to communities and state.

OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A-617 Southern University at New Orleans

PROGRAM ID: Program A - Southern University at New Orleans

1. (KEY) To increase Fall headcount enrollment at SUNO by 1.0% of baseline level 3,999 in Fall 2000 to 4,039 by Fall 2002.

Strategic Link: Objective 1: To Increase opportunities for student access and success. Objective I.1: Increase student enrollment at SUNO 5% over baseline of 3,999 in Fall, 2000 to 4,199 by Fall, 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education* and Annual Workforce Development Budget Review Process

Explanatory Note: One percent performance figures accommodate for uncertainties related to high school enrollment and institutional satisfactory academic progress initiatives.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in the Fall headcount enrollment over baseline year Fall 2000 headcount enrollment	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1%	1%
S	Fall headcount enrollment	Not applicable ¹	3,999	Not applicable ¹	3,741 ²	4,039	4,039

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.² Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; SUNO reports this is the actual performance value for this performance indicator during FY 2001-2002.

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A-617 Southern University at New Orleans

PROGRAM ID: Program A - Southern University at New Orleans

2. (KEY) To increase minority Fall headcount enrollment at SUNO by 1.0% of baseline level 3,887 in Fall 2000 to 3,926 by Fall 2002.

Strategic Link: Goal I: Increase Opportunities for Student Access and Success. Objective I.2: Increase minority participation at Southern University at New Orleans 5% over baseline of 3,887 in Fall 2000 to 4,081 by Fall 2005.

Louisiana: *Vision 2020* Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): *Board of Regents Higher Education Master Plan* and Annual Workforce Development Budget Review Process

Explanatory Note: The term "minority" includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

Explanatory Note: One percent performance figures accommodate for uncertainties related to high school enrollment and institutional satisfactory academic progress initiatives.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in minority Fall headcount enrollment from baseline year Fall 2000 headcount enrollment	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1%	1%
K	Minority Fall headcount enrollment	Not applicable ¹	3,887	Not applicable ¹	3,649 ²	3,926	3,926
S	Change in minority Fall headcount enrolled	Not applicable ¹	223	Not applicable ¹	-238 ²	39	39

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; SUNO reports these are actual performance values for these performance indicators during FY 2001-2002. The agency also notes, "Enrollment decline for minority students attributed to implementation of satisfactory academic progress initiatives."

DEPARTMENT ID: 19A - Southern University Board of Supervisors
 AGENCY ID: 19A-617 Southern University at New Orleans
 PROGRAM ID: Program A - Southern University at New Orleans

3. (KEY) To increase the percentage of first-time, full-time entering freshman at SUNO retained to second year in public postsecondary education system by 1.0% over the baseline retention rate 57.8% to 58.8% by Fall 2002.

Strategic Link: Objective I Increase the percentage of first-time, full-time freshman at SUNO retained to the second year (in public postsecondary system) by five percentage points over the baseline
Louisiana: Vision 2020 Link: 1.6.3.: Percentage of Louisiana retention who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education* and Annual Workforce Development Budget Review Process

Explanatory Note: One percent performance figures accommodate for uncertainties related to high school enrollment and institutional satisfactory academic progress initiatives and essential support.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year over Fall 2000 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1%	1%
S	Number of first-time, full-time freshman retained to second year	Not applicable ¹	170	Not applicable ¹	133 ²	172	172
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable ¹	57.8%	Not applicable ¹	52.4% ²	58.8%	58.8%

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; SUNO reports these are actual performance values for these performance indicators during FY 2001-2002. The agency also notes, "Enrollment decline for minority students attributed to implementation of satisfactory academic progress initiatives."

DEPARTMENT ID: 19A - Southern University Board of Supervisors
 AGENCY ID: 19A-617 Southern University at New Orleans
 PROGRAM ID: Program A - Southern University at New Orleans

4. (KEY) To increase the six-year student graduation rate over the baseline rate of 5.8% to 6.8% by Spring 2003.

Strategic Link: Goal I: Increase Opportunities for Student Access and Success. Objective I.4: Increase the six-year graduation rate at SUNO by 5 percentage points over baseline year rate of 5.8% in 1999-2000 to 10.8% by 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.6.3: Percentage of Louisiana residents who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education Link: Goal II: Ensure Quality and Accountability and Annual Workforce Development Budget Review Process

Explanatory Note 1 - Three/Six-Year: The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates are based on students graduating in 150% of "normal" time, thus three years for 2-year institutions and six-years for 4-year institutions. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer students who graduated. Also, since the graduation cycle runs from summer of a year through the spring graduation the following year, the data in the column 1999-2000 reflects graduation rates through spring 1999, etc.

Explanatory Note 2 - Ten-Year: The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs since it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in six-year graduation rate over 2000-2001 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	1%	1%
K	Six-year graduation rate	Not applicable ¹	5.8%	Not applicable ¹	Not applicable	6.8%	6.8%
S	10-year graduation rate	Not applicable ¹	18.2% ²	Not applicable ¹	Not applicable	19.2% ²	19.2% ²
S	Number of first-time, full-time entering freshman at SUNO graduating within six-years	Not applicable ¹	24	Not applicable ¹	Not applicable	28	28

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² The agency notes, "Implementation of satisfactory academic progress initiatives which resulted in declining enrollment is expected to affect academic completion rates for FY 2002-2003. "

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A-617 Southern University at New Orleans

PROGRAM ID: Program A - Southern University at New Orleans

5. (KEY) To attain 100% accreditation of "mandatory" programs during FY 2002-2003.

Strategic Link: Objective II.1 Attain 100% accreditation of "mandatory" programs at SUNO by in 2005.

Louisiana: Vision 2020 Link: Objective 1.8: To improve the efficiency and accountability of government agencies

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education* and Annual Workforce Development Budget Review Process

Explanatory Note: Accreditation will address all mandatory programs in the Colleges of Education and Business

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable ¹	15.4%	Not applicable ¹	Not applicable	100%	100%
K	Number of programs for which accreditation is required by the Board of Regents that have accreditation	Not applicable ¹	2	Not applicable ¹	Not applicable	13	13

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A-617 Southern University at New Orleans

PROGRAM ID: Program A - Southern University at New Orleans

6. (KEY) To increase the number of students earning baccalaureate degrees in education by 5% over the 46 earned in baseline year 1999-2000 to 48 by Spring 2003.

Strategic Link: Goal III - Enhance Service to the community and state. Objective III.1 Increase the number of student earning baccalaureate degrees in education at SUNO by 7% from 46 in baseline year 1999-2000 to 49 by 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.1- To raise levels of language and computational competencies by high school graduation.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education and Annual Workforce Development Budget Review Process

Explanatory Note: The University expects a short term decline in baccalaureate degree completion for education due to implementation of mandated teacher preparation standards.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Number of students earning baccalaureate degrees in education	Not applicable ¹	64 ²	Not applicable	Not applicable	48 ³	48 ³
S	Percentage difference in the number of students earning baccalaureate degrees in education over the Fall 2000 baseline year level	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	5%	5%

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² Mandated standards related to PRAXIS examination requirements for SUNO baccalaureate education candidates take effect Fall 2001. The FY 2000-2001 Actual Yearend Performance of 64 reflect baccalaureate completers receiving education degrees within the one year legal notice transition period. University officials project a smaller completers group for FY 2002-2003.

³ By FY 2002-2003, University officials projected baccalaureate attainment rates to decline by 45% of the reported 84 College Education completers identified for FY 1999-2000 to 46. Recognizing this circumstance, the FY 1999-2000 baseline number of SUNO's five-year strategic plan was revised to reflect a performance base of 46. As a result, numbers listed in the Continuation Budget Level category suggest a 5% growth over the revised FY 1999-2000 performance base indicator.

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A-617 Southern University at New Orleans

PROGRAM ID: Program A - Southern University at New Orleans

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: SOUTHERN UNIVERSITY AT NEW ORLEANS						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category ¹	Four Year V	Four Year V	Four Year V	Four Year V	Four Year V	Four Year V
Admissions Criteria ²	No	No	No	No	No	No
Student headcount ³	4,242	4,057	4,089	3,789	3,999	3,741
Student full time equivalent (FTE) ⁴	4,211	3,670	3,664	3,571	3,623	Not available ⁱ
Degrees/award conferred ⁵	610	614	569	594	566	Not available ⁱ
State dollars per FTE ⁶	\$2,595	\$3,374	\$3,160	\$3,557	\$3,127	Not available ⁱ
Percentage of SREB benchmark ⁷	63.6	77.2	67.6	69.6	59.9	Not available ⁱ
Undergraduate mandatory attendance fees ^{8a}	1,662	1,770	1,710	1,739	1,989	1,989
Percentage of SREB benchmark (resident) ^{8b}	82.6	84.3	79.4	77.2	81.3	Not available ⁱ
Undergraduate mandatory attendance fees ^{9a}	3,432	4,364	5,448	5,462	5,727	5,727
Percentage of SREB benchmark (nonresident) ^{9b}	61.3	75.8	89.3	84.7	80.0	Not available ⁱ
Mean ACT score ¹⁰	15.1	15.1	14.7	14.6	14.6	Not available ⁱ
Retention of first-time freshman from previous fall (Campus level) ¹¹	44.9	48.2	51.4	49.9	52.4	45.7
Retention of first-time freshman from previous fall (Public post-secondary system level) ¹²	50.9	55.2	58.2	57.3	57.8	52.4
Program Accreditation Rate ¹³	Not applicable ¹³	Not applicable ¹³	Not applicable ¹³	12.5	14.3	14.3
Three/six-year graduation rate ¹⁴	Not applicable ¹⁴	7.7	9.3	5.8	5.9	Not available ⁱ
Ten-year graduation rate ¹⁵	15.0	19.8	20.5	22.4	18.2	Not available ⁱ
Number of distance learning courses ¹⁶	Not available ¹⁶	Not available ¹⁶	Not available ¹⁶	0	7	7
Number of TOPS recipients ¹⁷	Not applicable ¹⁷	Not applicable ¹⁷	28	26	19	24
ACT level of student satisfaction ¹⁸	Not applicable ¹⁸	Not applicable ¹⁸	Not applicable ¹⁸	3.43	3.54	Not available ⁱ

¹ The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

² As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

³ Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

⁴ Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

⁵ Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

⁶ State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY1997-98 through 2000-01.

⁷ Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{8a} Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

^{8b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{9b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

¹⁰ Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.

¹¹ Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

¹² Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

¹³ The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

- ¹⁴ The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of “normal” time, thus three years for those enrolled in associate degree programs at 2-yr schools and six years for those in bachelor's degree programs at 4-yr schools. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- ¹⁵ The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- ¹⁶ Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".
- ¹⁷ The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- ¹⁸ An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- ⁱ Data available by June 30, 2002.

GENERAL PERFORMANCE INFORMATION: Southern University at New Orleans	
PERFORMANCE INDICATOR NAME	ACTUAL FY 2001-2002
Number of new patents	Not available ¹
Number of new business created that are directly related to the Governor's Information Technology Initiative	Not available ¹
Number of new jobs in information technology field directly related to the Governor's Information Technology Initiative	Not available ¹
Number of new degree and non-credit programs in information technology	Not available ¹
Number of new faculty in information technology fields	Not available ¹
Number of new students in information technology fields	Not available ¹
Number of graduates (undergraduate and graduate students) in information technology fields	Not available ¹

¹ This is the first year of implementation of the Governor's Information Technology Initiative. The information will be available after the end of the fiscal year.